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ABSTRACT

Offering information for staff orientations at institutions launching new small business training programs, for newly assigned Small Business Administration (SBA) field personnel, and for annual program reviews and revisions, this guide explains how to organize and deliver quality small business training in a cost-effective manner. Section 1 describes the development and functions of the National Small Business Training Network (NSBTN), provides a rationale and outline for program planning, and offers a checklist for marketing NSBTN in local communities. Steps for starting a small business training program (i.e., creating a community-based advisory committee, marketing and financing the program, making timetables and developing strategies, and getting SBA co-sponsorship) are discussed in section 2, along with tips for developing small business management training (SBMT) programs and workshops. Using various college programs as models, section 3 describes the types of programs offered by two-year institutions, such as credit programs, non-credit certificate programs, free-standing continuing education programs, alternative delivery systems, and special projects. Section 4 discusses new directions for small business training with respect to standardized training, contract education, and microcomputer instruction. Finally, section 5 considers opportunities for collaboration between universities and two-year colleges, and presents an outreach model for community colleges. (DAB)

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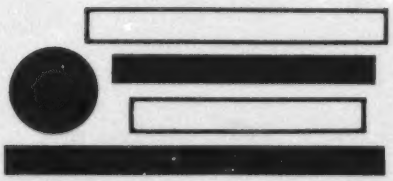

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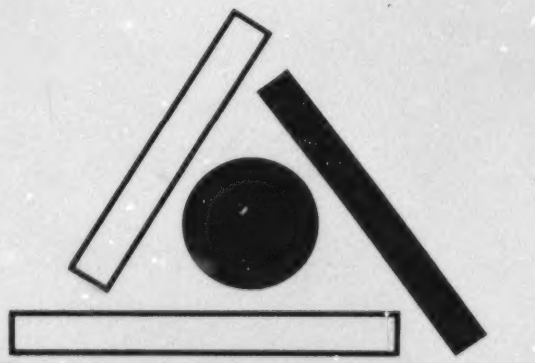

A Guide for Program Building

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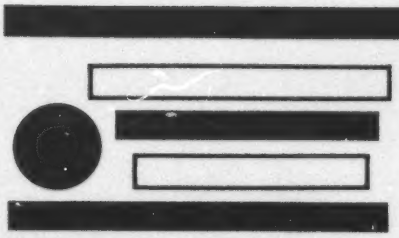

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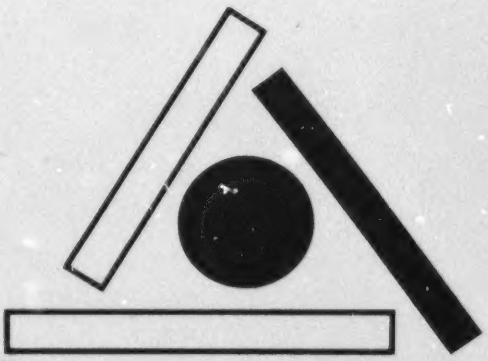

A Guide for Program Building

American Association of Community and Junior Colleges

National Small Business Training Network

Under Contract with the U.S. Small Business Administration

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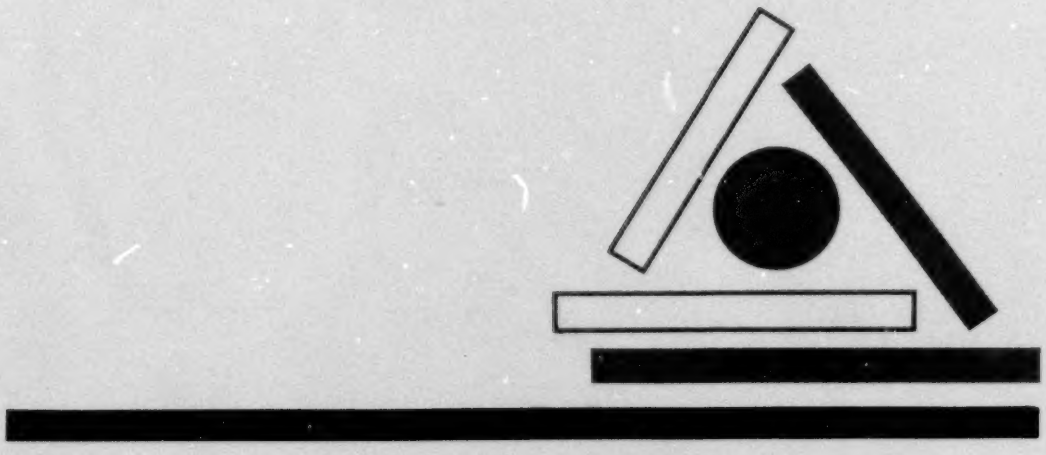

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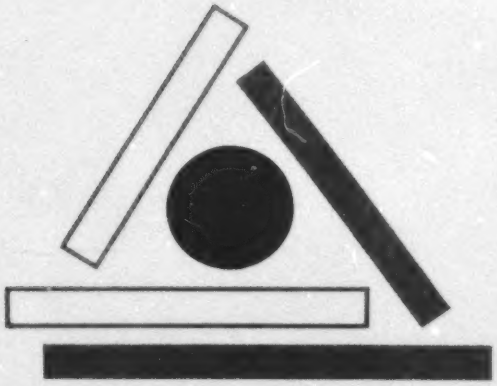
Preface

Over the past two years, the staff of the National Small Business Training Network of the American Association of Community and Junior College has fielded hundreds of calls and letters from SBA district personnel and institutional planners on how to organize and deliver quality small business training in a cost-effective manner.

This book is a synthesis of materials and research gathered to answer this question. It contains materials prepared for staff orientation at institutions launching new small business training programs and for newly assigned SBA field personnel. It provides experienced planners with a baseline of information for annual review and revision of programs.

Through the step-by-step descriptions and delivery models presented, the book acts as a road map for planners to guide them in specific directions that may need or want to take in program development. It serves also as a companion to the recently published NSBTN case study book, Small Business Training: Models for Community Growth. Publications from the variety of resource materials available through the U.S. Small Business Administration will further enrich the usefulness of this book, as they do many of the programs described here. ■



1. Development of the National Small Business Training Network

A. Functions of the National Small Business Training Network

In 1977, the American Association of Community and Junior Colleges, in cooperation with the U.S. Small Business Administration, hosted a series of regional fact-finding meetings to examine the viability of cooperative small business training ventures on a national scale. More than three hundred two-year institutions responded to a follow-up survey indicating that they were interested in further exploration of cosponsored training activities.

Early in 1978, it was determined that America's community colleges might assist the agency in "wholesaling" targeted training for women interested in the start-up of a small business. A proposal was developed and funded to create a special counseling and management training program for women. The training was field tested in ten regionally dispersed sites across the U.S. More than 6,000 men and women attended the training. To further encourage two-year colleges to serve this expanding training market, a series of ten disseminiation meetings were held in 1979 and 1980. The response of business faculty and continuing education personnel was one of excitement and committed concern.

A key issue emerged from the dissemination meetings: small business training coordinators and instructors in two-year colleges did not know their colleagues across state boundaries. Thus, there was a need to bring them together; to communicate to them changing trends in curricula, delivery modes and marketing of training. Few of the two-year colleges had strong ties to either a University Small Business Development Center or to the nearest district office of the U.S. Small Business Administration. However, many had developed strong relationships with local trade, merchant or Chamber of Commerce groups for cosponsored training.

Network is Launched

About this time, it became apparent that neither the SBA nor the colleges had a clear picture of the magnitude of training resources being generated by the nation's 1234 two-year colleges. To overcome this gap in information, SBA contracted with the American Association of Community and Junior Colleges to create the National Small Business Training Network. Its goals have been to:

- Provide the small business person with a viable source for management training
- Establish linkages between SBA field personnel and two-year colleges to enhance local delivery of high quality, low cost training
- Create a national data base on small business training offered by the nation's 1234 two-year colleges
- Develop appropriate resources for two-year colleges to more effectively organize and deliver training.

The National Small Business Training Network has steadily moved through several developmental and expansion phases. The first phase of development and planning was conducted from August 1, 1980 until December 31, 1980. During this period, AACJC in cooperation with SBA identified institutions with facilities and personnel prepared to organize training in at least two communities in each of forty-nine states. These institutions were given an orientation to the NSBTN program and to the SBA philosophy of management assistance. Special technical assistance was provided to institutions that had not previously worked with SBA on cosponsored training.

The network success story builds upon the concept that local small business owners need and want short-term problem-solving training. Each of the Network institutions signs an annual agreement to develop, with the assistance of a community-based advisory committee and the SBA district's management assistance officer, a plan that targets training to help reduce the high number of small business failures. In 1981, the total number of business bankruptcies soared to 17,044 up from 11,742 in 1980. In the spring of this year, more than 3,000 NSBTN trainees indicated that "survival skill training" rated a high priority in their business plans. More than two-thirds of the member institutions have offered one or more events designed to help existing small businesses cope with high interest rates and cash flow problems. A high demand con- tinues for problem-solving workshops and seminars on cost-benefit analysis, office automation, and opportunities for import and export trade.

Of the 275 NSBTN members, about half base their operations in the continuing education division. Many larger institutions employ a small business specialist to assure local small business trade groups that the college is prepared to "talk their language." For example, Lynn Waymon of Montgomery College, Maryland, brings to her job a background in retail management as well as prior experience in development of program management for a trade association. Her weekly schedule includes outreach calls on new businesses, attendance at chamber of commerce briefings, as well as regular feedback to Howard Geer, the college's dean of continuing education, on changing trends in area businesses, so that he can include her findings in the overall strategic planning cycle of this multi-campus college.

J. Sargeant Reynolds Community College in Richmond, Virginia, has pioneered another management model for delivering business-related training. The Management Institute operates from rented facilities in the downtown business district. Pre-packaged contract training for specific businesses, as well as basic management seminars for the general public, have proved to be a great dooropener for persons who later enroll in the college's credit programs. In Oregon, Lane Community College's downtown Small Business Center combines training with counseling on issues such as finance, how to buy an existing business, or danger signals for an existing business. Bill Tweedy, Lane's outstanding small business counselor/instructor, argues convincingly that many small business people need to be reassured that higher education institutions understand their needs. El Paso's Community College Small Business Center operates from a former store front on one of the main shopping thoroughfares. Most of the staff are bilingual in recognition of the fact that more than 90 percent of their student trainees are Spanish-speaking.

Tradition Is Modified to Meet Small Business Needs

Traditional offerings of the business division of a college can be modified effectively to better serve small businesses. Cuyahoga Community College, Ohio, enrolls more than 250 persons each quarter in its six-course major in small business management. Frank Aleman of Quinebaug Valley Community College, Connecticut, has led the way in recruiting continuing education attendees for traditional courses in marketing and accounting. Other Network institutions report that the traditional retail management associate degree pro- grams readily can be modified to attract increased enrollments. The usual modification is to add an elective in small business manage- ment that focuses on the development of a business plan and loan package.

Nassau Community College, New York, has successfully launched a small business certificate program that focuses on the financial aspects of small businesses. Early enrollees have come from both service and retail businesses in the area. The certificate approach to organizing small business offerings squarely faces the fact that the median age for small business owners and managers taking training is 36 years. A high percentage already have a bachelor's degree in another field, but now need "hands on" management education. A recent Maryland study reported that more than 275,000 persons who attended credit courses in 1981 already had a bachelor's degree.

Through NSBTN participation, member institutions have developed increased skills in both the organization of short-term training and program marketing. From Gresham, Oregon, to Trenton, New Jersey, small business managers turn out in large numbers for breakfast seminars. Mt. Hood Community College offers facilities for a wholesome breakfast while poring over the latest trends in seasonal promotions or tax reform issues. The key to the large turnouts has been the high level of involvement of area Chambers of Commerce and merchant associations, and personal contacts by the program's organizer, Dave Pollito. "Business Over Breakfast" at Mercer County Community College, New Jersey, focused on developing skills needed to enter the international trade arena. Rose Ninni of the Center for External Programs and Services was assured a good turnout by enlisting the aid of ten cosponsors including the Department of Commerce, SBA, and the New Jersey District Export Council. Instructors included a banker, a freight-forwarding specialist, and the president of a successful small business export firm. Regular appearances on area radio talk shows or weekly newspaper columns are goodwill builders for programs offered by colleges from Tidewater, Virginia, to Albuquerque, New Mexico.

Network Colleges Develop Strategies for Strength

Strategies for strengthening the work of individual institutions in the field of small business training are beginning to emerge in a number of states. Iowa Community College small business trainers meet by telenet five times per year to share insights regarding trends in enrollment as well as instructional resources. Small business coordinators from the greater Baltimore area annually cosponsor with area Chambers of Commerce a day-long seminar designed to showcase upcoming training opportunities throughout the area. South Carolina technical colleges, in cooperation with the Small Business Development Center at the University of South Carolina, have formed a statewide association of small business trainers to share resources in developing greater outreach to small businesses throughout the state. Over the next year, it is expected that similar groups will emerge in a number of other states with Small Business Development Centers.

Each of the participating institutions has learned a great deal through establishing working partnerships with the local small business sector. These findings have been shared across state and regional lines through several forms of linkages. NSBTN members report training as trainees register for courses or workshops. They share "success story" articles in the NSBTN newsletter. At annual regional coordination meetings members delight in "showcasing" exemplary programs. From this activity, outstanding delivery modes are identified and presented in the Resource Packets which members receive five times each year. Network staff provide an information transfer by telephone, mail and other public relations activities on a year round basis.

The Network activities will enable the U.S. Small Business Administration to formulate innovative, cost-effective strategies for reducing the high percentage of small business failure. Moreover, the project will serve to fulfill the objective of providing "vigorous national leadership in education for employment and economic development" as expressed in the AACJC 1980 mission statement.

This book is designed to give institutional personnel and agency officials a guide for organizing and delivering small business management training through community colleges. It offers multiple options. Thus, an institution can choose the management mode most appropriate or adapt portions from more than one. Based on the experiences of dozens of others who have invented the "wheels," this guide serves as a road map. Further, agency personnel, will find that it answers many of the logistical access questions outsiders confront in approaching a two-year college.

For those from the private sector who may utilize this book for other purposes, we hope that the terminology does not defeat attempts to use the models provided to create new partnerships between business and academy. ■

B. A Rationale for Program Planning

In the Spring of 1981 the NSBTN office in Washington circulated a two-page survey instrument to all 1234 two-year institutions in the U.S. to gain information about the types of small business training being offered. Over 530 institutions reported that they conducted one or more short-term training events for local small businesses. From the responses, it became apparent that many institutions have a larger potential for marketing training than they currently are addressing.

Below are some highlights from the survey to help you and your community-based Advisory Committee plan for future training:

COURSE OFFERINGS

Of the schools responding,

129 (27.2%) offered at least one PRE-BUSINESS WORKSHOP
275 (58.0%) offered HOW TO START A BUSINESS
350 (73.7%) offered FINANCIAL MANAGEMENT/ACCOUNTING
190 (40.0%) offered a course in MICRO-COMPUTERS FOR SMALL BUSINESSES

276 (58.1%) offered one or more courses in PERSONNEL MANAGEMENT
260 (54.6%) offered one or more courses in ADVERTISING/MARKETING
25 (5.3%) offered a course in DIRECT MAIL for SMALL BUSINESSES
28 (5.0%) offered at least one event per year on IMPORT/EXPORT
33 (7.0%) offered one or more courses/workshops on LEGAL ISSUES
84 (17.7%) offered one or more BUSINESS MANAGEMENT courses targeted to serve local small business owner/managers.

29 (6.1%) offered one or more courses targeted for specific types of businesses such as construction, real estate, restaurants, retail shops, and franchises.

27 offer specialized training on a regular basis on the following topics: Shoplifting; White Collar Crimes; Energy Conservation; Security; Consumer Relations; Coping with Inflation

330 planned to explore expansion of both credit and noncredit offerings during the next year. The largest number reported potential of expansion of offerings in financial management/accounting; micro-computer literacy; new technologies; and productivity.

DELIVERY MODES

Community-based instruction is on the upswing. However, the more lengthy the course or more technically oriented, the more likely it is to be offered on campus.

The largest cluster of small business offerings are in the evening. (Of pre-business workshops; 41.3 percent are Financial Management/Accounting.) One hundred and six schools offer Marketing and Advertising day and evening. Early morning and weekend events are on an increase.

Increased collaboration has been projected. Sixteen types of resource organizations, in addition to SBA, were listed. These range from veterans organizations to banks, manufacturer's associations and corporations.

Community sites included store fronts, banks, Chamber of Commerce offices, motels, industrial parks, and union halls.

TV and home study options are being explored by 36 institutions.

INSTRUCTORS

Of the institutions responding, 88 percent utilize community business persons for some type of small business instruction. The type of training offered seems to be a guiding factor in determining who is to be hired to provide instruction. Another likely factor is the availability of credit faculty for evening and weekend instruction. Training such as Tax Accounting, Micro-Computers and Energy Audits are frequently staffed with community-based specialists.

COURSE DEMAND

How To Start a Business

Two hundred seventy one (58%) of the responding institutions conduct a course or workshop addressing start-up problems. An additional five institutions had plans to offer it in the future. Of the institutions responding, 196 (72.3%) offered a full course or courses on this topic. An additional 67 (24.7%) offer it as a workshop. There were an additional eight institutions that offer both.

It is interesting to note that there are some marked differences in the time(s) of the year these courses were held. One hundred ninety-one institutions offered it multiple times per year; 39 institutions offer it only in the fall; three offer it only in the spring; two offer it only in the summer, and three only in the winter.

Collaborative efforts seem to help recruit and staff such programs. Of the 275 institutions operating such programs, 221 were able to report on the numbers of students served by collaborative training in How to Start a Small Business. A total of 46,972 people attended. Courses were primarily cosponsored with SBA (67 institutions). Other collaborators included economic development agencies, state vocational education agencies, Chambers of Commerce, banks, and the Farm Home Loan Board.

Financial Management/Accounting

Some type of financial management or accounting course targeted to serve the needs of local service or retail businesses was reported by 350 institutions. At 156 schools it was offered in the even- ing and/or a combination of times. At 190 institutions the course was held at a central campus location; 43 offered it in a community- based setting such as a store front or community school. Among the collaborating agencies reported were IRS, SBDC, accounting firms and banks.

Marketing/Advertising

Of the 260 institutions reporting that they offered training on these topics, only 176 were able to report on the numbers attending. A total of 31,990 persons were reported as having received training in this area. One or more courses were offered at 197 institutions, while 44 offered workshops and five offered both. Narratives accompanying a number of surveys indicate that "teaser" workshops offered for noncredit serve as an excellent recruitment device for credit courses in this field.

Eighty-six institutions reported using regular faculty, 67 hired a community business person and two reported using part-time adjunct instructors. Fifty-nine institutions employed a combination of full-time faculty and part-time/adjunct instructors from community businesses.

There was almost universal agreement that this field is becoming more specialized as it expands with new technological advances.

Micro-Computers

Of the institutions offering some type of small business course, 190 (40%) had at least one course in micro-computers and nine had at

least one planned. The majority (150) offered a full course, 31 offered a workshop and four offered both types.

One hundred and eighteen offered it a combination of times per year. Half of the institutions only offered it in the evening, and an additional seven on weekends only. While the majority provided the training on campus, 27 reported collaborative efforts with businesses to offer it at community-based sites. About equal numbers arranged for the course to be taught by a community-based person with specialized skills. Collaboration in the community also offers potential equipment and funding resources, reported 38 institutions.

New Fields To Explore

Over 200 institutions reported that they were exploring options to offer training on previously neglected topics. Included were Home-Based Businesses, Inventory, and Import/Export. ■

C. Marketing NSBTN in Your Community: A Start-up Checklist

_____ Organize a community-based Advisory Committee

- o Establish task forces

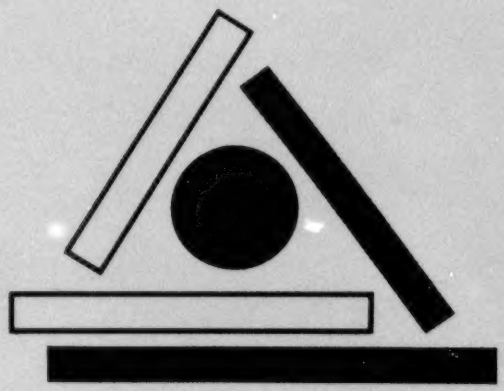
_____ Develop a local needs survey
- o Contact Dr. Gene Winter for book of models (Two-Year College Development Center, SUNY-Albany, NY)
- o See sample survey

_____ Explore collaborative efforts/models
- o With Chamber of Commerce
- o With banks, savings and loan associations, and credit unions
- o With merchant/trade associations

_____ Develop liaison with community agencies such as
- o Local veterans groups/agencies
- o Local minority groups/agencies
- o Community schools, SCORE, ACE

_____ Develop media - TV, Radio, Print
- o Plan and implement talk shows, single slides, cable TV, PSA's feature stories, advertisements, brochures, direct mail campaigns, 7-11 Store stuffers, grocery store bulletin boards, Chamber of Commerce newsletters, etc.

_____ Plan training
- o Topics/events
- o Timetable
- o Staff
- o Evaluation process ■



2. Setting Up a Program in Small Business Training

A. Steps for Start-up of a Small Business Training Program

There are six key elements in planning and developing a full service Small Business Training Program for a community college. These elements form the basis for development of an institutional action plan.

1. Creation of a COMMUNITY BASED-ADVISORY COMMITTEE and a detailed description of its functions and make-up is the first step in achieving this goal.

2. Development of a COMMUNITY NEEDS AND MARKETING PLAN. Once the college has identified staff and budget resources a series of action steps need to be taken following a specified set of guidelines.

3. IDENTIFICATION OF COMMUNITY AND COLLEGE RESOURCES TO CARRY OUT THE PLAN. No program will long survive without a comprehensive catalogue of people, money and resources available to support the college's commitment to small business training.

4. DEVELOPMENT OF A TIMETABLE FOR IMPLEMENTATION. Institutions with successful programs have discovered that a flexible timetable with realistic goals can save time, energy and money.

5. CREATION OF A REALISTIC BUDGET AND PERSONNEL STAFFING PLAN must take a high priority in planning for small business training.

6. COMMITMENT TO AN ON-GOING EVALUATION AND FEEDBACK DESIGN is a vital ingredient to assure continuation of a quality program.

Following is a discussion of how to make the planning and development elements work effectively to create and operate a small business training program based in a two-year institution.

Community-Based Advisory Committee

Successful community-based advisory panels contribute to the design of a college sponsored small business training program and provide counsel and supportive resources that help assure the program developed offers what small businesses in the community really need and want at a price that is appropriate. The development of the committee must consider the make-up of the small business community in the college's service area.

For example, a mistake made by some colleges has been in identifying persons associated with retail sales while overlooking the tremendous growth of service businesses in their communities, ranging from self-employed rug-shampooers to sophisticated medical consultant businesses. A survey by one NSBTN member indicated that the college had overlooked the importance of including at least one franchise owner on its panel. Another college observed in its year-end report to its trustees that it had only recently learned that its county had more than a dozen small wholesale warehouse companies.

Where appropriate it is important to identify and establish contacts with small high technology companies, whether manufacturers or servicers of larger companies. There also are increasing opportunities for building working agreements with high technology research and development companies.

A representative five to seven member panel should include the following:

- One retailer
- One professional with financial skills and contacts (this may be a banker, accountant or venture capital specialist)

- One attorney or city economic development professional
- One professor from the college's business faculty (if he/she has appropriate small business skills)
- One owner/operator of a service or manufacturing business (In rural areas it may be appropriate to include a person who is in agri-business or who operates a farm)
- An advertising, marketing or media specialist
- A representative of a local business group such as SCORE or the Chamber of Commerce
- An ex-officio member (This may be the SBA District Management Assistance Officer)

From rural Maine to urban Seattle, there is a broad range of meeting timetables for the advisory group. It is common during the start-up period for these groups to meet weekly to assure a broad exchange of information and speedy execution of a plan. After the first few months the more common pattern is for monthly sessions. Advisory groups that choose to meet infrequently often opt for subcommittees or task forces to assist with practical matters such as identification of instructors or financial resources. One college in Florida has developed several "troubleshooters" for its program--persons with special skills in such areas as advertising, tax law or customer relations. The troubleshooters do not meet with the full committee each month but are available to deal with special problems or resource development in a specialized field.

The Advisory Committee often performs other policy and planning functions. Among the most important are:

- Outreach and liaison;
- Informal feedback and promotion;
- Evaluation and long-range planning.

After start-up, the Advisory Panel should not be expected to participate actively in week-to-week operations of the program.

Marketing Small Business Training

The goals and objectives of a marketing plan must be in harmony with the college's stated philosophy. Thus it is important that planners actively pursue marketing program development with the support of both the small business community and the college's board of trustees.

Once planners have set basic goals, they should (1) develop an organizational structure for marketing that makes maximum use of existing resources, (2) assign activites according to sound management principles (territory, market segment, program, etc.), and (3) develop a timetable and budget for effective implementation of the marketing plan.

Market analysis. Crucial to the development of a sound marketing plan, key elements in a market analysis are (1) the major small business markets to be served, (2) segments these markets are divided into, (3) current sizes and characteristics of each market and each market segment, and (4) a thorough market analysis to survey demographic, economic, governmental, technological, and cultural trends.

Pricing and competition. No market plan can be realistic unless it considers two basic factors--pricing rationale and competition. Once a rationale for pricing of small business management training is established, planners will be able to answer a number of other policy issues with greater certainty. Key elements are (1) the true costs of developing and delivering a program and (2) the administrative reserves that need to be built into a marketing plan to cover unexpected costs.

Action, advertising and publicity. Once the various markets have been identified it is important to integrate plans for publicity and advertising into the college's overall public relations program. Integration will assure that the small business marketing does not conflict with other college promotional activities. It will also assure that appropriate media are chosen.

Selection of appropriate media becomes a key issue in these times of limited budgets. On-going evaluation will enable experienced program planners to assess whether the amount spent on various kinds of promotional materials and activities is appropriate in terms of return.

Reports from NSBTN small business training coordinators over the past two years indicate a major shift in the selection of media to reach different audiences. For example, local radio public service announcements during commuter rush hours attract a high response rate for pre-business training. Announcements in trade magazines and Chamber of Commerce newsletters encourage member interest and participation. Direct mail brochures sent with commercial bank account statements effectively attract trainees in need of financial management training.

Timetables and Strategies

Timetables for start-up of small business management training vary widely depending upon available resources for market analysis curricula development, instructor selection and funding sources.

Credit programs tend to require longer gestation periods due to institutional and state curricula review and funding requirements. To speed up the process some institutions utilize a two term trial review process. Thus, a prototype program can be developed and offered while awaiting final approvals. Sometimes this is done under the sponsorship of one or more faculty utilizing already approved "Selected Topics" course numbers and management guidelines.

Institutional size and management style often dictate planning timetables for the start of noncredit seminars, workshops and courses. It is not uncommon for small or medium sized (less than 3,000 FTE) institutions to complete start-up planning within eight to twelve weeks of the first advisory group meeting.

Seasoned program planners have come to recognize the need for offering managemenmt training that will attract two distinct types of small business persons. One group is made up of individuals who are in the pre-business planning stage. Pre-business management training tends to be of shorter duration, less detailed, and broader in content. Delivery modes vary widely. Pre-business training time ranges from a few hours to a few days. The second group is the seasoned owner manager who has identified one or more sets of skill deficiencies for which specific "how to" training is desired. Experienced owner managers tend to want to solve problems and be involved in "hands on" experience.

Funding Resources

There are four basic modes for financing small business training in a community college setting:

1) Trainees Fees

Under cosponsorship agreements with SBA, noncredit training costs to the trainee should not exceed $10 per contact hour unless there are added expenses for equipment, materials or meals. If in doubt, community college personnel should check with the nearest SBA District office's management asssistance personnel. SBA does not usually offer fund for conducting specific training events.

Formulas for computing user fees for credit training vary widely, depending upon state and local policies.

2) Institutional Support

Free events are sometimes offered at institutional expense to attract new trainee populations; create community awareness of new topical information (ex: a new approach to computing state business taxes); or to build good will with a target type of business (ex: a seminar "How to Operate a Restaurant Successfully" can deliver both technical information and create community awareness of more technical offerings of the college in the realm of food service management training).

3) Combination or Packaged Financing

A 1982 review of NSBTN training reports indicates that the most common type of financing for both credit and noncredit training is a package of funding sources. The institutional planner most frequenly develops part of a larger program and institutional budget. The budget plan may be reviewed and revised as often as quarterly or as infrequently as annually, depending upon institutional practice.

Items usually included in the budget for specific events are:

- o Personnel
- o Facilities
- o Materials
- o Advertising
- o Printing
- o Heat, lights and janitorial services

- o Coffee and refreshements
- o Supplies
- o Staff time and travel
- o Equipment (AV, micro-computer)
- o Registration services
- o Clerical support
- o Telephone
- o Postage

Additionally some institutions have a standardized institutional overhead rate which, by local law or policy, must be added to the budget. Total costs are then prorated to determine projected costs to participants and/or sponsoring groups.

4) Contracts and Purchase of Service Agreements

A growing number of colleges offer high quality training under terms of contracts for targeted populations of small business owners and managers. The contractual arrangement may be for either on-campus or off-campus training. Examples include:

- o A contract with the local merchant association to deliver a series of seminars at a regional shopping center on Inventory Control; Cash Flow Projections and Controlling Retail Theft. This contract was developed and delivered by the Continuing Education Division.

- o A purchase of services agreement between a community college and a local group of landscape businesses to train their members in the finer points of a new state business tax law. This was to be a one time event utilizing an accounting instructor, an attorney and a state legislator. The event was packaged by the college's business division and offered one Saturday in the college's accounting lab. This agreement was negotiated by a team including the Chairman of the Business Division.

- o A franchise of a national motel chain contracted with the college to deliver a broad spectrum of training for newly hired employees. The training was cycled over a six month period. The first cycle was for the top management team; successive cycles were for different functional groups of employees. This contract was developed by a consortia that included the college's President, the state Economic Development Office and various college program chairmen.

- o A local Chamber of Commerce Small Busines Committee developed a plan for cosponsored training for its members. An agreement was signed with the college to deliver both personnel and specially prepared materials to the Chamber offices over a six month period. The training focused on topics selected by the Chamber's Small Business Committee as of interest to members: Developing a Regional Marketing Plan; How to Avoid Bankruptcy; Import-Export Options for their Region. Each participating company sent a management team of three persons to the training. Some state agencies do contract out specific types of training for small businesses. Check with your State Department of Labor and Industry or Economic Development.

Creative Financing Options

Creative financing of small business training is on the rise. As institutional budgets shrink staffs and faculty are continuing to search for new sources of financial support. Among the options now being explored are: Creation of Small Business budgets within local community college foundation budgets; Small Business grants to a community college to support one or more faculty members within this specialty. Sources of such grants are usually local or regional foundations.

In-kind services are a source of financial support that has proven a help to many programs. Examples include:

- ☐Cost of printing brochures and materials for a "Finance and Taxes Seminar Series" underwritten by a local accounting firm.
- ☐Cost of facilities rental in a local motel donated by one of the workshop's speakers.
- ☐Cost of coffee and doughnuts contributed by the town's doughnut shop. (Their only request was that they be allowed to place a small sign behind the coffee pot.)
- ☐A major banking chain donated their board room, a loan officer's time and the cost of hand-out materials for a loan packaging workshop. Their rival bank handled costs of brochures and advertising.

SBA Cosponsorship

As part of the U.S. Small Business Administration's management assistance services, two-year colleges, Chambers of Commerce and other non-profit business services groups are encouraged to arrange cosponsorship of training targeted to serve owners and managers.

Guidelines for cosponsorship agreements are administered by the Assistant District Director for Management Assistance (ADDMA). Some of the advantages which may be available are access to mailing lists, indicia rights for postage, and free training materials, films, and federal publications in quantity. The ADDMA and his/her staff also can offer technical assistance in planning events to serve a particular segment of the training market. They will have access to information on the potential availability of speakers and resource people on specific topics.

The SBA guidelines are specific as to appropriate topics for cosponsored training; the agency has developed regulations governing appropriate charges to clients, training event sizes and length. For more information about cosponsorship arrangements, contact the district management assistance office nearest to you. ■

B. Tips for Developing Small Business Management Programs/Workshops

I. Philosophy development should include:
   A. How to relate it to small business needs
   B. How to relate it to institutional goals and philosophy
   C. How to communicate philosophy to community-at-large including funding sources.

II. Operations planning should include:
   A. Development of an Advisory Committee
   B. Development of an institutional acceptance plan
   C. Development of curriculum models
   D. Development of linkages with other departments, services, programs to improve:
      1. advertising campaign
      2. financing plan
      3. evaluation plan
      4. timetable for implementation.

III. Curriculum development should include:
   A. Review of philosophy
   B. Framework for growth as per plan
   C. Task-oriented distribution of labor among a "task force" group
   D. Tenured as well as part-time or untenured faculty
   E. At least one administrator
   F. Alliances with department chairmen and members of the curriculum committe to ensure support and passage
   G. Outside resources to ensure quality of product
   H. A "test market" of course components in quarter/semester prior to full operation. This can be done by developing "modules" within each course.

IV. Staff selection and credentialing should adhere to institutional plans and policy to avoid later problems.

V. Textbook & audio-visual support materials should be reviewed during curriculum development to support course goals rather than to develop a course around a specific text (thus avoiding "dated" materials).

VI. Involve some current students or community people in development of:

A. Community groups might include_____

_____.

B. Advocacy groups might include Vietnam veterans groups, minority organizations.

C. Business groups might include key personnel representatives and bank loan officers. (Evaluate each group step by step.)

VII. Specific types of audiences require different types of plans. NSBTN offers consultant help. Contact us or your SBA District Office. ■

C. Sample of a Community Small Business Needs Assessment Questionnaire

SMALL BUSINESS RESOURCE CENTER

The goals of the center are to provide training and workshops, counseling and referral services, management information (economic data, resources on marketing; advertising, finances, etc.).

The Center will be working closely with area Chambers of Commerce, SCORE, financial institutions and local small business to coordinate the services available to small businesses and ensure that their needs are met. To accomplish this task, we need your help. Your reply will help us to plan the types of services that will meet your needs.

1. Which of the following best describes your business:

   Retail ☐ Wholesale ☐ Construction ☐ Manufacturing ☐

2. Are you: Owner or Manager ☐ Assistant Manager or Supervisor ☐ Other ☐

   (list) _____

3. How many Employees work at your business (please list):

   Part-time _____ Full-time _____

4. Please check services which you would find useful to your business:

   A. ☐ Counseling and Technical Assistance
   B. ☐ Workshops on Small Business Topics
   C. ☐ Roundtable discussions with other small business owners
   D. ☐ Newsletter (covering the activities of the Center, information about the local and national business scene and other topics of interest to small businesses)
   E. ☐ Management Information Center (resources on technical aspects of business and information on local economy)
   F. ☐ Assistance in securing capital (Loan packaging and sources of loans)
   G. ☐ Assistance in finding qualified employees (through internships, college placement offices, on-the-job training programs, etc.)
   H. ☐ Other

5. How much of a need is there for these services in Erie County?
   (Check one)

   1. ☐ There is a great need by all
   2. ☐ Most small business owners have some need
   3. ☐ Only a small segment of the business community has a need for these services
   4. ☐ There is no real need

6. How often do you think you would make use of the Center's services?
   (Check one)

   1. ☐ Frequently (once/mo. or more)
   2. ☐ Occasionally (3-4 times per year)
   3. ☐ Rarely (once/year or less)
   4. ☐ Never

7. Listed below are some topics for small business workshops. (Please check three to four topics of most interest to you)

   1. ☐ Financial Management and Recordkeeping
   2. ☐ Planning for Profit Making
   3. ☐ Marketing and Advertising
   4. ☐ Finding and Obtaining Capital
   5. ☐ How to Train your Sales Force
   6. ☐ How to Get the Most Out of Your Employees
   7. ☐ How to Deal with Goverment Regulations
   8. ☐ Tax Information
   9. ☐ Using the New Technology for Profit (e.g. Mini-computers, Research)
   10. ☐ Planning for Business Expansion
   11. ☐ Other (please list) _____

8. For seminars and workshops, which instructional format would you prefer:

   ☐ Night class - one night per week for 3 hours
   ☐ Friday night/Saturday morning one time seminars
   ☐ Mini- workshops (one or two nights a week for one, two, or three weeks)
   ☐ One week-end workshop (all day Saturday and Sunday)
   ☐ Individual training sessions for your employees in your store
   ☐ Other (list) _____

9. To cover the costs of instruction and materials for a special workshop or seminar, would you be willing to pay:

   $20 for 10 hours of instruction yes ☐ no ☐
   $40 for 20 hours of instruction yes ☐ no ☐
   $60 for 30 hours of instruction yes ☐ no ☐

10. Would you be interested in college credit for any of these sessions?

    yes ☐ no ☐

11. Please list any suggestions or comments on how the Small Business Resource Center at Erie Community College might meet your needs as a Business Person in the Erie County area:

_____

_____

_____

_____

_____

D. Sample of an Evaluation Form

To assist in the planning of future events, please take a few minutes to assess the strengths and weaknesses of this conference. We are looking for ideas to help future Veterans Business Conference planners.

RATING SCALE

5 = EXCELLENT/Needs little or no improvement
4 = ABOVE AVERAGE
3 = FAIR/ACCEPTABLE/ NEEDS SOME POLISHING
2 = NEEDS MAJOR REVIEW AND IMPROVEMENT
1 = UNACCEPTABLE
0 = DROP/DO NOT REPEAT IN FUTURE

FACILITY

_____ Parking
_____ Public Transportation
_____ Seating
_____ Acoustics
_____ Signs
_____ Access for Handicapped
_____ Food and Beverage Service
_____ Appropriateness for Training

MEETING ORGANIZATION AND LOGISTICS

_____ Pre-Conference Lead Time
_____ Pre- Conference Organization & plan
_____ Outreach, Promotion and Media
_____ Attendance
_____ Registration
_____ Resource Materials
_____ Timetable for Sessions

DAY # 1 (PRE-BUSINESS)

CONTENT		DELIVERY MODE	PERSONNEL
_____	Keynote Speaker	_____	_____
_____	Business Plan	_____	_____
_____	Marketing	_____	_____
_____	Low Capital Entry Business	_____	_____
_____	Taxes	_____	_____
_____	Government Procurement	_____	_____
_____	Import/Export	_____	_____
_____	On-Site Counseling	_____	_____
_____	SCORE/ACE	_____	_____
_____	Financial Management	_____	_____
_____	Professional Services (lawyers, bankers, CPA's)	_____	_____
_____	SBA Programs	_____	_____
_____	Other_____	_____	_____

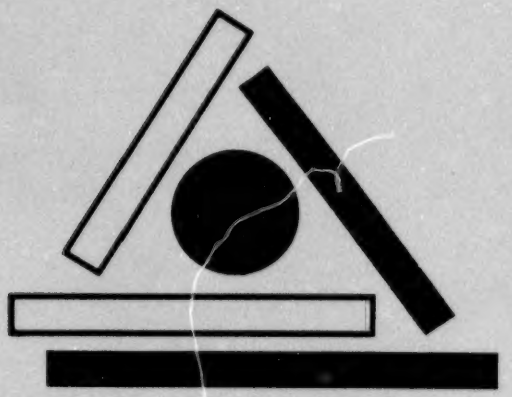
_____ (Site)

DAY # 2 (PRESENT BUSINESS OWNERS)

CONTENT		DELIVERY MODE	PERSONNEL
_____	Keynote Speaker	_____	_____
_____	Business Plan	_____	_____
_____	Low Capital Businesses	_____	_____
_____	Government Procurement	_____	_____
_____	On-Site Counseling	_____	_____
_____	Financial Management	_____	_____
_____	Professional Services (lawyers, bankers, CPA's)	_____	_____
_____	SBA Programs & Services	_____	_____
_____	SCORE/ACE	_____	_____
_____	Taxes	_____	_____
_____	Marketing	_____	_____
_____	Import/Export	_____	_____
_____	Other	_____	_____

Problem Areas for Future Review and Action:_____

Highlight(s) of Meeting:_____



3. Types of Programs Offered by Two-Year Institutions

Overview

There is a wide range of ways a small business training program can be delivered. It can be a single course for credit or for noncredit, it may involve a one to three year course load leading to a Certificate or an Associate Degree, or it may be a series of workshops or seminars held off-campus. There have been demonstration projects conducted that are targeted to a specific student population, such as veterans or older people. Probably the most popular method is a noncredit program offered through the Continuing Education Division of a college. Generally these programs are offered at night, have flexible hours and meeting locations, and are low cost.

This section describes the typical kinds of programs available and offers some models for alternative delivery methods. A summary of a special project designed for training older persons in small business management is included.

The reader is also advised to study the material presented in Small Business Training: Models for Community Growth, recently published by NSBTN/AACJC. This book describes in depth the operations of nine successful college-based programs in economically diverse community settings.

A. Credit Programs

There are three traditional kinds of credit programs offered in small business management at two-year colleges.

1. A Single 3-Credit Course that compliments other offerings in the AAS Degree program within the college's business division is the most common introduction to small business management training.

A review of more than a dozen outlines indicates that these courses usually tend to follow one of two approaches. The most prevalent is the development of a business plan for a fledgling small business and a loan application package. The second is more general in content and explores a wide range of topics in a more theoretical manner.

Approach determines a number of other variables. Instructors with a small business ownership background usually want to emphasize topics centering on development of "survival skills" in the areas of financial management and sales marketing. Those who have a more generalized approach tend to want to spend more time and energy in support of existing offerings in real estate, accounting, retail management, etc.

An increasing number of institutions are reviewing the philosophic and theoretical base for such courses. The popularity of traditional Retail Management Programs has diminished in recent years while demand for "how to's" directed at service-related businesses has skyrocketed. It is commonplace on today's campuses now to hear nurses, auto mechanics, and computer engineering technicians demanding elective courses in small business management so they might move quickly from skill training to economic self-sufficiency through self-employment.

Single course offerings in small business management most frequently include the following topic areas:

- Small Business Today
- Characteristics of an Entrepreneur
- Small Business Potential
- Business Plan
- Market Situation Analysis
- Marketing for Profits
- Market Research
- Financial Statements
- Financial Statement Analysis
- Review of Financial Statement
- Recordkeeping or Accounting
- Raising Money
- Advertising

- Legal Aspects
- Taxes
- Insurance
- Owner Skills
- Marketing a Small Business
- Financial Projections: Resume for Business Plan
- Buying a Business
- Franchising
- Review of Business Plan
- Final Business Plan

2. A Certificate in Small Business can be comprised of a cluster of courses or can require a full year's 30 credit hours. A key element commom to all certificate offerings in this field is the desire of curriculum planners to enhance occupational programs that emphasize technical training rather than management education. Certificate programs have flourished in a variety of settings ranging from two-year colleges to university continuing education divisions or to technical institutes. Core courses in a certificate program aim to broaden the general knowledge of the student and also indicate needed skills by the small business owner or manager. For example, Waubonsee Community College in Illinois has experimented with structuring its courses into modules so that some half-semester courses are interspersed with full-semester offerings.

The courses and credit hours usually assigned in certificate programs are listed below:

	Credits
o Creation of the Small Business	1.5
o Small Business Sales and Distribution	1.5
o Financial Management of the Small Business	1.5
o Payroll Accounting	1.5
o Small Business Income Taxes	1.5
o Legal Aspects of Small Business	1.5
o Accounting for Small Business	3.0
o Management of a Small Business	1.5
o Protection of a Small Business (assets)	1.5
o Salesmanship for the Small Business	1.5
o Human Relations for Small Business	1.5
o Small Business and Franchise Operations	1.5
o Production Control and the Small Business Manufacturer	3.0
o Electives from other business programs	3.0
	24.0

Certificate programs centered around full associate degree programs may also have specific orientations toward either the financial aspects of small business ownership or the marketing of a product or service. In the spring of 1982, Nassau Community College in New York began offering a new certificate program that is an outgrowth of its existing programs in the departments of Accounting and Business Administration. It was launched after an 18-month study conducted with the assistance of local small business owners who had successfully completed one or more business-related courses at the college. The only major modifications in curricula were the addition of a new course in financial statement analysis and a course in small business management.

The format for the certificate program offers the student/small business person several elective options. These options will help the individual tailor his/her skill development to a particular type of business by adding courses from other areas of the college such as technical report writing, micro-computers, hotel/motel management, engineering, etc.

The following is a sample one-year certificate program in small business management:

First Semester	Credits
Small Business Management	3
Marketing Principles	3
Accounting for Office Personnel	3
Business Law I	3
Business Mathematics	3
	15

Second Semester	Credits
Financial Statement Analysis	3
Principles of Sales	3
Communication Skills in Business	3
Electives (2)	6
	15
Total Credits	30

3. An Associate Degree in Small Business Management

A review of two-year college catalogs in the fall of 1981 revealed that more than 70 two-year colleges offered full associate

degree programs in small business. Formats of these programs tend to follow one of two paths:

1. Those created with a desire to transfer credits to a university program and simultaneously build awareness of small business management techniques.

2. Those developed to provide a comprehensive management skills learning package for adult learners seeking "how to" experience in an academic environment. A strong program in this catagory is the Cuyahoga Community College model developed by Nicholas Siropolis, of Cleveland, Ohio.

The second type of program has had the largest growth in recent years. More than 85 two-year colleges have adopted this concept and are successfully marketing a full-service degree program. There are several basic philosophic concepts behind the expansion of these programs. First, the recognition by knowledgeable small business practitioners that small business survival requires a different approach to planning, organization, finance and marketing than does a large corporate business. Small business is not just a small scale large business. Owner/managers of small businesses need practical assistance in conceptualizing the total management for profitability. Many have technical skills but lack awareness of trends in financing, personnel management, as well as marketing planning. ■

B. Noncredit Certificate Programs

Over the past decade, noncredit certificate programs have proliferated in two-year colleges. Although they vary as to content and emphasis, all have been developed and tested to meet local needs. These programs are marketed at low cost and are generally offered as part of a college's program in community education/services.

Representative of the community-based approaches are the following three models:

1. Carteret Technical College, Morehead City, North Carolina

SMALL BUSINESS MANAGEMENT FOR SMALL BUSINESS OWNERS/OPERATORS

Program Description:

This course series consists of seven modules and is designed for local small business owner/operators who have the need or desire to improve management skills. Participants are given the opportunity to discuss and relate to problems and issues facing small businesses. Improving the management of daily operations is emphasized.

Upon completion of these modules, the student will be more aware of the problems and issues facing small business owners/operators and will have developed better techniques in managing the daily operations of the small business.

Program Offerings:

A. Module 1: Small Business Operations (12 hours)
B. Module 2: Small Business Law and Government Controls (15 hours)
C. Module 3: Small Business Taxation (9 hours)
D. Module 4: Small Business Fiscal and Administrative Management (15 hours)
E. Module 5: Small Business Promotion and Advertising (18 hours)
F. Module 6: Small Business Crime Prevention (9 hours)
G. Module 7: Small Business Economics (6-12 hours)

Evaluation:

A. Credit: 8.7 Continuing Education Units (CEU's)
B. Eighty-seven hours class work (1 hour CEU credit hour per 10 contact hours)
C. No prerequisite

There is no formal evaluation. Participants complete a standardized continuing education ten-item course critique at the end of the course.

Resource Materials:

The publications, handouts and films for this course were obtained from the list of Small Business Administration Publications

available from the nearest Small Business Administration district office and Internal Revenue Service (IRS) publications, available from the nearest IRS office.

2. Mercer County Community College, Trenton, New Jersey

CERTIFICATE IN SMALL BUSINESS MANAGEMENT

Program Description:

Mercer County Community College has developed a Certificate in Small Business Management that is designed for small business owners and those considering small business ownership in a large metropolitan area. Courses have been selected by the staff for their proven value in maximizing the prospects for success of new businesses and helping existing small businesses expand to full sales capacity in this urban setting. The Mercer model has its roots in a cooperative program model developed in the mid-1970's by County College of Morris and Fairleigh Dickinson University, with technical assistance provided by SBA.

To earn the Mercer Small Business Certificate, a student is required to successfully complete six core workshops and three elective workshops. Each workshop meets for three hours one evening per week over a five-week period. Upon completion of each course students earn 1.5 Continuing Education Units (CEU). The Mercer program is cosponsored with the New Jersey Small Business Development Center, Rutgers University and the U.S. Small Business Administration's District Office.

Program Offerings:

The workshops in the core curriculum are:

- Taxes for a Small Business
- Legal Factors for a Small Business
- Recordkeeping for a Small Business
- Financial Management for a Small Business
- Market Analysis for a Small Business
- Promoting a Small Business

Electives include:

- Restaurant Management for Restauranteurs
- Credit Management for a Small Business

- o Computers for a Small Business
- o Advertising for a Small Business
- o Sources of Financing for Small Business
- o Proven Selling Skills for Small Business Owners
- o Retail Management

The Mercer Program allows a student to start his/her program almost any month of the year. Workshop topics are rotated and offered during several time periods per year. Offerings for a recent semester included:

- Taxes for Small Business - 1.5 CEU
  [Requirements to meet federal, state and local taxes. Emphasizes meeting income tax requirements while saving as much money as possible. Instruction will include filling out state sales tax returns, state and federal unemployment forms and federal quarterly tax report (form 941).]

- Legal Factors for a Small Business - 1.5 CEU
  [Small business owners learn how to protect their legal interests while increasing profits. Discussion will cover legal structure, individual proprietorship, partnership and corporation, contracts, insurance, bankruptcy and other important legal matters.]

- Recordkeeping for a Small Business - 1.5 CEU
  [Basic principles of bookkeeping, including requirements in entering income, expenses, accounts payable, accounts receivable and payroll. Compliance with federal and state laws will be stressed along with the importance of financial data in making management decisions.]

- Financial Management for a Small Business - 1.5 CEU
  [Identification of problems and opportunities in a business operation through the study of basic financial statements. Emphasis will be on using this information in making decisions to increase profits and cash flow.]

Evaluation:

The Mercer program will be updated and enhanced during the next year to reflect the experience of its developers over the past four years. Additional small business offerings will include:

- Start Your Own Business
- How Mini-Computers Can Improve Your Small Business
- How to Plan for a Business That Will Gross Between One Million and Ten Million Dollars
- Effective Merchandising for Retailers
- Seminar in Public Relations
- Fundamentals of Graphic Design
- How to Get Rich Slowly but Surely
- Developing Home-Based Businesses

3. Colorado Mountain College, Glenwood Springs, Colorado

SMALL BUSINESS MANAGEMENT CERTIFICATE

Program Description:

On the western slope of the Rockies, Colorado Mountain College, through its eight Community Education program offices, delivers a custom-tailored series of courses and seminars leading to a Small Business Management Certificate. This program was developed in cooperation with local small business owners. It consists of a group of core courses totaling 12 quarter credit hours and 18 quarter credit hours of electives. However, persons not interested in earning credits may audit or take the instruction for noncredit.

Program Offerings:

The core courses are:

- Fundamentals of Small Business
- Small Business Management
- Marketing for Small Business
- Recordkeeping for Small Business
- Employee and Customer Relations in Small Businesses
- Financial Planning for Small Business

The elective seminars are:

- Sources of Capital for Small Business
- Your Business Image
- Legal Structure of Small Business
- Computers and Small Business
- Insurance and Small Business
- Tax Planning for Small Business
- Inventory Management for Small Business

- o Consumer Credit
- o Tax Seminar for Small Business
- o Problem Solving for Seasonal Businesses

Each of the courses and workshops has linkages to the other credit and noncredit programs of the college. ■

C. Free Standing Continuing Education Programs

Free standing continuing education courses for small business owners and managers tend to focus on the needs of two distinct populations:

A. New Busines Owners and Operators

These individuals attend training to gain an overview of problems to be solved in the start-up phase of their business venture. They seldom have a clear picture of the total requirements of the management of their dream scheme. Some will have strong technical skills in the production or service of a product but little awareness of appropriate financing or marketing approaches. Others will come simply with a vague concept of the business but a keen desire to be in control of their personal destiny.

B. Experienced Owners and Managers

Separate courses for existing business owners and managers are most successful when they are scheduled on an annual basis to reflect seasonal needs as well as national and regional trends. Further differentiation may be appropriate if the college recognizes that some offerings are more suited for retailers than for manufacturers or service businesses. Thus a Training Calendar for Experienced Small Business persons might be programed as follows:

AUGUST

For Service Businesses	For Retailers
Telephone & Direct Marketing Seasonal Techniques	Promotions Design

SEPTEMBER

Recordkeeping Made Easy	Retail Theft & Shoplifting

OCTOBER

FOR SERVICE BUSINESSES	FOR RETAILERS
Coping with Part-time Personnel	Coping with Cash Flow Problems

NOVEMBER AND DECEMBER

Specialized seminars and workshops draw large crowds at this time of year if well planned. Examples might include a Micro-Computer Expo or a Import/Export Trade Fair or workshop on Federal and State Procurement.	Since these months represent up to 70 percent of annual sales, few are able to attend traditional training at the height of their selling season.

JANUARY AND FEBRUARY

Service businesses that have calendar year fiscal reporting seek help with taxes, licensure and financial statement preparation.	Inventory Control and Creative Financing always draw crowds. Topics include how to buy legal, accounting and banking services for a small business.

MARCH

This may be the time of year to try workshops on Business Planning for both retailers and service ventures.	Retailers turn to thoughts of Salesmanship Skills and Marketing Long-Range Planning.

APRIL

Pros and Cons of Franchising; Danger Signals for Small Businesses (When to Get Out of Business).	"How to" Nights--Read a Financial Statement; read a lease; write an Ad.

MAY

Special Events focusing on National Small Business Week can be great recruitment tools for future training. One group of colleges runs an annual Small Business Trade Fair and Mini-Seminar Series in the area's National Guard Armory.

JUNE AND JULY

FOR SERVICE BUSINESSES	FOR RETAILERS
Writing a Business Plan and Loan Package	Customer Relations and Market Analysis

D. Alternative Delivery Models

1. The Minnesota Model

Community Colleges in the upper midwest and in Oregon have, with varying degrees of success, participated in a proprietary program that combines training and counseling over a three-year period. Key elements of the program as practiced by two-year colleges combine classroom instructional components with monthly visits by an instructional coordinator to individual businesses enrolled in the program. Each business person enrolled in the program pays from $150-400 per year for nine months of instruction, materials and the monthly counseling visits. For the programs to be self-sustaining, 25-30 businesses must be enrolled each year. The model has had special appeal in rural and small town settings where small populations and large distances limit access to professional expertise.

Instructors who have participated in this program in a two-year college setting met in June, 1982, at Mt. Hood Community College to compare notes and update materials and resources for future program modification.

Key topics included in each year's cycle of instruction are listed below:

Year I	Small Business Management I
Unit 1	You and Business Management
Unit 2	Records - The Language of Business
Unit 3	Profitability Through Inventory Management
Unit 4	Payroll Records & Government Reports
Unit 5	The Balance Sheet
Unit 6	The Profit & Loss Statement
Unit 7	Cash Flow/Cash Management

Unit 8	Accounts Receivable Control and Credit Management
Unit 9	Employer-Employee Relations
Unit 10	Methods and Effects of Depreciation and Investment Credit
Unit 11	The Effect of Income Tax on Small Business Management
■ Year II	Small Business Management II
Unit 1	Understanding State and Federal Income Taxes
Unit 2	Risk Management and Insurance
Unit 3	Cash Flow Analysis and Projection
Unit 4	General Interpretation - Annual Business Analysis
Unit 5	Balance Sheet Analysis and Projection
Unit 6	Profit and Loss Statement Analysis
Unit 7	Establishing Sales Objectives Through Cost Analysis
Unit 8	Fixed Asset Strategy
Unit 9	Budgeting and Forecasting
Unit 10	Evaluation of Small Business
Unit 11	The Effectiveness of Income Tax Planning on Small Business
■ Year III	Small Business Management III
Unit 1	The Business Plan
Unit 2	Where Am I?
Unit 3	Meaning of Two-Year Records
Unit 4	Long-Range Cash Flow and Profit Projection
Unit 5	Evaluation of Profitability
Unit 6	Internal Management Controls
Unit 7	Market Analysis - Pricing
Unit 8	Strategies for Improving Merchandising, Advertising, and Promotion
Unit 9	Asset Management and Capital Budget - Investments
Unit 10	Finance and Leverage

Adaptations of the content of this model are available on the Control Data Corporation's PLATO system of computer assisted training.

2. **The Northern Virginia Community College TV Home Study Model**: Topics in Small Business Management

The Extended Learning Institute of the Northern Virginia Community College system has developed a learning package that has appeal to the home-bound or traveling salesperson contemplating small business ownership. It has two components which may be purchased separately from the college by education institutions. They are:

1. The video component which explores topics through dramatic scenarios. Available as 30-minute programs highlighting a cluster of module topics. Also available as 5-minute segments treating individual topics.

2. The print component which features clearly stated objectives, highly readable text with questions and problems posed throughout, realistic case studies, a concise summary, and review study questions.

The appeal of this package is that a student can study when and where he or she desires and can maintain a planned program of skill development without having to travel to campus. Among the first 180 persons who enrolled in this program were long distance truckers; convenience store owners and self-employed auto repair technicians. In the Washington area the accompanying TV modules are shown in three time frames each week. In other parts of the U.S. the package has been a popular offering of cable television networks serving farm communities. In addition to this type of usage, several colleges have found the television modules appropriate for use in topical seminars on marketing, recordkeeping and legal problems confronting small businesses. The cases cited are based on real experiences and are convincingly portrayed by professional actors.

The topics covered by the modules in the instructional package include:

- Should You Study Small Business
- What Is Small Business

- Success and Failure in Small Business
- The Successful Entrepreneur
- What Is Management?
- The Communication Process
- What Is Personnel Management?
- Different Types of Leaders
- Introduction to Marketing
- What Is a Market?
- Family Budgeting
- Sources of Funds to Start a Business
- Business Letters and Reports
- Introduction to Forms of Business Organizations
- Sizing Up a Business Opportunity
- Setting Prices
- Advertising
- Salesmanship
- Consumer Credit
- Balance Sheet
- Income Statement
- Analyzing the Balance Sheet
- Analyzing the Income Statement
- Cash Budget
- Break-Even Point
- The Legal Contract
- The Small Business Administration
- Special Contracts--General Business Insurance

A total of 28 modules have been produced and are presently available. Together, they make up two complete courses that give an overview of what is involved in managing a small business.

These courses are currently being offered by ELI as NVCC credit courses that require no class attendance. Students use printed materials designed for self-study and view video programs that are broadcast on a local television station and available on video cassettes at the five NVCC campuses.

For each module, there is a lesson written by Richard M. Hodgetts, Professor of Management at Florida International University, and Pamela Keel, former Instructional Technologist at ELI. Each lesson features a clearly stated objective, hgihly readable text with questions and problems posed throughout, realistic case studies, a concise summary, and review and study questions. To accompany printed lessons, there are 30-minute video programs that highlight a cluster of module topics through dramatic scenarios.

Five-minute video segments treating individual topics are also available.

A number of individuals and groups have contributed to ELI's innovative approach to small business management training. Dorothy S. McDiarmid, delegate to the Virginia General Assembly, was instrumental in making NVCC aware of the need for a program that would not be limited to traditional classroom-based instruction. Dr. C. Edward Cavert, Coordinator of Course Development at ELI, has served as project director of the program's development from its tentative beginnings in 1976 to the present time. The concept of self-contained modules for this kind of instruction was drawn from the Small Business Management Series developed at the Center for Training and Research in Prince Albert, Saskatchewan, Canada. Production of the 28 modules currently available was made possible in part by a grant from the Virginia State Board of Vocational Education.

This program has been warmly received by the business community. Local Chambers of Commerce and individual business leaders have expressed their approval of the program because it will meet the training needs of practicing and prospective small business managers through convenient at-home study. ELI believes that the video and print materials it has produced will be used in a variety of ways. Other colleges and universities may use these materials in offering at-home study courses similar to those offered by ELI. They may also serve as resources for classroom instructors interested in individualized instruction, or form the basis for seminars conducted by schools and governmental or private agencies.

3. Sunrise Seminars

a. Henry Ford Community College, Dearborn, Michigan

These "Sunrise Seminars" are composed of timely topics geared to store management problems and concerns that commonly occur in a regional shopping center environment. The program, sponsored by the college's Center for New Directions, is designed to develop positive attitudes, insightful solutions of business problems, effective tenant-management relationships, and long-range commitments toward increasing shopping center profits and reducing costs. The Sunrise Seminars were developed primarily for store managers who are invited to attend by the center's management staff.

Seminars are conducted at shopping centers prior to opening, once a week for two hours, over four consecutive weeks. They are held in restaurants before daily business begins. Tenants and center personnel participate as a group, which encourages teamwork. The local college acts as a neutral presentor to guide the participants through the seminars. Every seminar series presented thus far has been succesful beyond the expectations of the center and local community college staff.

Current topics for discussion include "Effective Retail Management - Increasing Profits, Reducing Costs," "Retail Motivation - Improving Employee Performance and Sales," and "Stress Reduction for Retailers."

Recently, Henry Ford Community College's Center for New Directions began sponsoring Sunrise Seminars in 21 shopping malls throughout the U.S., from Connecticut to California, in conjunction with 18 local colleges. This effort involves the participation of over 3,200 retail establishments. Additional malls will be "on line" in the near future.

[Source of Funding: Costs absorbed completely by shopping malls.]

Other variations on the Sunrise, or Breakfast, Seminar Model have been successfully marketed by community colleges and often use campus facilities.

b. Mt. Hood Community College, Gresham, Oregon.

This pioneer program begins at 7 a.m. with clients selecting breakfast items from the college cafeteria. The adjoining Town and Gown Room affords a warm atmosphere for one and one-half hours of instruction for 30 to 35 participants. Each monthly seminar features a different subject in the field of small busines management and participants may attend one, several, or the entire series during an academic year depending on their own wishes or needs.

Key elements in planning these events include:

- o timeliness of topic
- o appropriatness of delivery model for topic
- o concise content directed at problem solving
- o professionals from the field to be covered: i.e., a tax consultant for a session on small business taxes
- o packaged materials and handouts for continued use by participants.

The Mt. Hood model has operated successfully for more than three years. Participants like the "hands on" approach to problem solving. Regulars compliment the college for making it possible to "network" while learning. Sessions end promptly at 8:45 a.m. so that a full work day can be accomplished. The program is advertised through mailers to about 200 local businesses and through announcements in local newpapers.

For the coming academic year of 1983-84 the program staff are planning to hold the seminars at off-campus sites, such as shopping centers and area industrial parks.

[Source of funding: The program is self-funded through the use of participant fees.] ■

E. Special Projects

Older Persons in Small Business Program

In 1978, in an effort to respond to these needs, the Administration on Aging (AoA), U.S. Department of Health and Human Services, entered into an 18-month cooperative agreement with the American Association of Community and Junior Colleges (AACJC) to demonstrate that entrepreneurship can be a realistic choice for persons aged 55 years and older who want continued involvement in economic activities after retirement.

The goals of the project were to:

1. design alternate systems that can be used by colleges for establishing community linkages in delivering services needed by older people;
2. develop materials that can be used by colleges to conduct instructional activities;
3. provide information that demonstration colleges can use to ensure success of the project; and,
4. disseminate information about results of the project to community colleges nationally.

To accomplish these tasks, AACJC project director, Margaret Kinnison, and staff selected ten community colleges in five diversified states to participate in the national demonstration. One

college in each state demonstrated delivery models appropriate for rural populations. The other college in each state concentrated on serving urban and suburban populations.

Resources Development

The project allowed each demonstration college to design its own system for delivery of services and tailor the system to its unique capabilities in order to address community needs. Project staff prepared and published resources which included four texts and a coordinator's guide. In the development of each product, special contributions were made by the AoA project officer, members of a technical review panel, and consultants who gave their assistance to the substance of the text as well as to the teaching of older adults.

The products developed are:

1. Instructor's Guides for the Small Business Course and the Four Modules in Small Business
   These Guides describe the two major course options provided through the program and are for use with each of the Student Guidebooks described below. The texts include information on planning, teaching, and using outside resource people and organizations, as well as bibliographies of instructional materials in the form of films, videotapes and printed documents. They also present student learning objectives, suggest instructional activities and provide sample materials.

2. Student Guidebook: Small Business Course
   Aimed at older students who have a limited business background, this Guidebook provides an overview of the fundamental knowledge and skills necessary to start and manage a small business. It is composed of basic learning units that cover topics ranging from initial business planning to raising money and buying a business.

3. Student Guidebook: Four Modules in Small Business
   This Guidebook is designed for those students who have some knowledge and experience in small business operations or who have goals for limited, part-time self-employment. It presents four 20-hour modules. The modules are:

   Module 1: "Self-Employment and the Small Business" is for those people who wish to practice a craft or offer a personal service on a very small scale.

Module 2: "Owner's Skills" includes sections on characteristics of a successful entrepreneur and management skills required of a small business owner, such as selecting a business, time management, etc.

Module 3: "Marketing Management" presents sections on market forecasting, sales techniques, marketing and business plans and others.

Module 4: "Capital Management" offers sections on budget planning for a small business, information and data needed for managing capital, taxes and recordkeeping, local loan package and others.

4. The Program Coordinator's Guide provides guidelines to help the program coordinator administer and carry out the program operations and activities. It provides a format for an outreach-recruiting design and suggestions concerning program publicity, organizing an advisory committee, methods for marketing small business training, and methods for screening, counseling, and referring potential older persons for training as entrepreneurs.

Evaluation:

The following conclusions drawn from the national demonstration project are important for colleges, public agencies and organizations.

1. The overwhelming response to the program by persons 55 years and older clearly showed that it addressed the interests and motivations of people in this age group. The traditional goals of retirement are being replaced by a need and desire to remain productive members of the workforce.

2. The courses offered for older persons in small business raised interest at the demonstration colleges in similar courses for other populations. While the project provided information that will help teachers to better address the learning needs of the older person, it domonstrated that such programs can be offered in a variety of institutional settings.

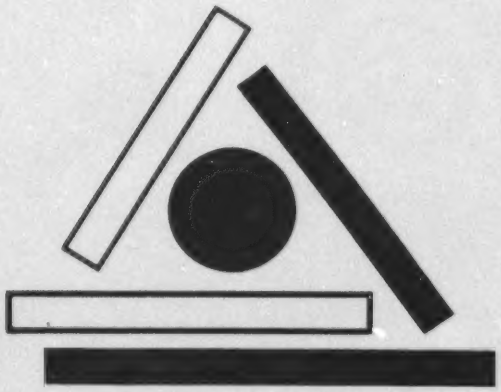
3. Survey results show that 33 percent of the participants who completed the classes started businesses of their own (to

the date of this publication). People planning for their retirement can use this information as encouragement to explore small business as a career option.

4. In addition to the local citizens serving as members of the program Advisory Committees, people in each community showed strong support and commitment for the project. Participants discovered a comeraderie and many formed support networks with others who shared similar interests and concerns about retirement, supplementing their incomes, and beginning a small business.

5. Offering small business courses provided opportunities for older persons to learn how to help themselves, thus breaking with the stereotypical pattern of the senior citizen turning to social agencies for assistance. The project demonstrated that persons 55 years and older are serious about educational opportunities and want to continue to learn and develop skills--particularly skills that are transferable to the occupational world.

The project products are available through the AACJC Office of Publications. ■



4. New Directions for Future Small Business Training

Overview

The trend in the business world today is for more computerized systems of operation and management. The growth in applications of micro-computers is having a great impact on people engaged in small business operations. Courses on the uses of micro-computers are on the rise. There is a need to develop more standardized methods of delivering all types of small business training among the hundreds of institutions that offer such programs. Contract training for specialized skill development delivered directly to a trade, merchant or professional group is another area many two-year institutions are beginning to focus on.

The directions being taken to address these factors are discussed in this section. An example of a computerized finanacial managment system designed expressly for small businesses also is described.

A. Standardized Training

During the fall of 1982, NSBTN/AACJC staff and the Management Assistance Division of SBA convened a two-day working conference of seasoned small business trainers. The practioner panel included an attorney, an accountant, a former retail merchandizer and a venture capital specialist as well as representatives of continuing and vocational education divisions of two-year colleges, and a SCORE representative. SBA field personnel made major contributions to the materials.

The outlines developed will be included in packets that also contain lists of appropriate media and print support materials. The topics are:

1) The Business Plan: A Road Map to Success
2) Financial Management
3) Purchasing and Controlling Costs
4) Business Law and Risk Management
5) Recordkeeping
6) Marketing and Sales
7) Home-Based Businesses
8) Inventory Control
9) Micro-Computers for Small Business

Each packet offers several options for delivery of training, time suggestions, handouts, and study assignments that describe "hands on" experiences. They offer the prospective trainer a viable set of planning tools. Thus, both experienced and inexperienced trainers will be working toward the same goals and objectives for performance. Each packet is designed to provide training materials for 15 hours of instruction. ■

B. Contract Training

NSBTN/AACJC member institutions report a high level of interest and increased activity in the area of contract training. A training contract may be of any time duration. It usually is a skill-specific topic and centers on off-campus delivery of services to a trade, merchant or professional group. A recent example was a five-session series on seasonal promotions for a merchant association. It was open to all member owners and managers. One and a half hour training sessions were held in the storage and stock area of a large discount appliance store. The contract specified topics, time, instructional personnel, materials, transportation and costs. Events were held mornings from 7:15 and 8:45. More than 40 persons completed the entire series. Over 50 percent have signed up for the next series on Inventory Control and Purchasing. A year-long calendar of contracts is being developed. Future plans include expansion of topics to include expansion of topics to include supervisory training for first time supervisors and financial management skill building for non-accountants.

Contracts are being generated to serve professional groups such as pharmacists and technically oriented groups such as motorcycle mechanics, builders, etc. For more detailed information on community college contract training, the reader may wish to refer to three recent AACJC publications listed below.

- o Proven Partners: Business, Labor and Community Colleges by Dale Parnell and Roger Yarrington
- o Shoulders to the Wheel by James Mahoney
- o Sequel to Shoulders to the Wheel by James Mahoney ■

C. Micro-Computer Instruction

The fantastic growth in sales of small personal and business micro-processors is forcing thousands of people to reassess how they conduct their business affairs. No longer can many small businesses afford to leave cash-flow, inventory and long-range planning decisions to outsiders. More rapid decision-making is imperative in these times of expensive capital and electronic banking. Gone are the days when inventory was evaluated once or twice a year. Now smart managers realize that a micro-computer properly used can help monitor inventory flow on a daily or instant demand basis.

Purchase of micro-computer hardware and support software raises critical problems for the novice. These vary from keyboard anxiety to functional illiteracy about machine capabilities. Some experts in the field agree that in three to five years, use of micro-processors will be imperative for small business survival. This view is justified by such factors as increased demands by governments for tax reporting, supply-generated networks of micro-computers connected by telephone modems, and better schedule delivery of services, equipment and personnel. The owner/manager who trains now in this field can expect to gain better control of his or her prospects for business success. Accurate speedy information pays for itself in time and efficiency gained.

BUD-SIM: Computerized Financial Management System for Small Business

The growing use of micro-computers to solve management problems and as a tool in financial planning has stimulated a need among small business owners and managers for technical training and assistance. Raymond Kirk of Seminole Community College, Sanford, Florida, has developed a copyrighted series of software programs for use both in accounting laboratory/classroom settings and at small business training sites.

This software package of 21 budget simulations is accompanied by instructional materials to give the student of management a computer-assisted learning program. It can be a management tool that takes much of the guesswork out of business financial planning by making decisions on a computer and quickly determining if these will result in success or failure.

Called the BUD-SIM Laboratory System (BSOL), this system of computer-assisted learning is designed for the entrepreneur desiring micro-computer training. It focuses on skills such as business math, finance and communication to help the small business student develop a strong financial enterprise through the use of micro-computer technology. The BSOL provides a flexible learning situation for the use of competence-based financial modules. The "do-it-yourself" type business person receives training on micro-computers during those hours most convenient to his or her business schedule and at his or her own pace.

The BUD-SIM package consists of a combination of short-term workshops, computerized learning modules, and individual tutorial assistance that teaches the student to:

- solve typical business math problems
- read and analyze a financial statement
- develop a profit plan
- develop a positive cash flow budget
- develop a debt management program and loan package
- develop a complete financial budget for future planning and operation
- set up and maintain a bookkeeping system at the open lab
- develop and present a realistic financial profile of the business
- maintain a feedback system for management controls and planning

The BUD-SIM helps the small business owner see problems and take corrective action by simulating as many "What if I do this or that..." questions as needed to gain insight into the potential results of a current decision.

BUD-SIM is designed so that any college or university can develop a highly cost-effective micro-computer program for training small business managers/owners in financial management. The system has several unique features to help small businesses avoid failure and that easily can be adapted for training owners of cooperatives and self-employed professionals.

The computer programs are easy to run; they do not require computer programming skills or mathematical ability. With a minimum of training in the use of the computer and the MENU-driven programs, the BUD-SIM produces a complete Analysis, Planning and Management Control System in understandable terms and readable schedules.

Organizing a BUD-SIM Lab and start-up costs will vary, depending on a college's current micro-computer capabilities. In small communities, a program has been developed with as few as five Apple Computers or TRS-80's. A more effective lab for an urban setting would consist of 25 to 30 units. Costs can range from $12,000 for the former to as high as $100,000 for the latter with peripherals. Labs require one full-time lab assistant and an adequate number of part-time consultants for referral and problem-solving. Power, janitorial services, software, furnishings and paper supply must also be included in the operating budget.

The estimated break-even point is fewer than 500 clients during the first year of operation. Some institutions may be able to reduce the number of clients by expanding usage of the lab to advanced training programs and alternative applications.

A BUD-SIM user group is being formed as a precursor to a national network of open lab institutions. Unique examples of BUD-SIM applications and trainee success stories will be reported in a periodical for NSBTN member institutions.

There are three tools that support the BUD-SIM concept. The first is a 21-program computer software package. Although the original materials were developed for use on a main-frame computer, they have been adapted for use on micro-computers in common campus use. Each of these programs interfaces with other programs to

assist the small business person with the complexities of financial planning and management. With the assistance of the BUD-SIM package, a trainee may develop a personalized set of planning tools that can be reviewed and reorganized many months later. One of the final products is an annual financial forecast for his/her business that can be revamped to account for changing business conditions.

The second tool is a Student User's Handbook. It is in three parts. Part I is entitled "The Sum of Bud-Sim." It describes the computer programs and demonstrates how to access and utilize the programs. It is written in simplified business English to encourage step-by-step management skill building. It is geared to the practice of skills used in real life situations. Beginning management students and start-up small business owners can quickly build and edit complex financial information files. Parts II and III emphasize the three major problem areas faced by most small business owners: growth, reorganization, and start-ups.

The BUD-SIM lets you work with financial information and project a month-by-month budgetary plan. It gives you a quick look at historical data, called static analysis, and allows you to "see into the future" through simulation planning, called dynamic analysis. Print-outs of Pro Forma Statements include monthly Income Statements, Balance Sheets, Cash-Flow Analysis and Work Planning Schedules for Inventory Control, Vendor Analysis and a three-point Break Even analysis computed for each month of the planned year.

The unique driving force of the BUD-SIM concept and the practical, real-world application of this management tool takes a hard-line approach to cash management. As students of management, and most certainly small business owners, fully understand, cash management is one of the most crucial requirements to starting and running a financially healthy business.

Every management decision has an effect on cash-flow. The BUD-SIM computer programs guide the user through hundreds of trial and error decisions in a few seconds of high-speed calculations and print-outs. The student and small business owner can cover weeks of manual data manipulations in a fraction of a second.

The third tool is a series of five workshop formats for applying the instructional materials to financial planning for the small business owner. The five workshops are:

1. How to Read and Analyze a Financial Statement
2. Profit Planning and Cash-Flow Management

3. Debt Management and How to Apply for a Business Loan
4. Preparing Your Own Financial Budget
5. Management Controls and Flexible Budgeting

Learning Objectives of the BUD-SIM System

The BUD-SIM system gives the user a complete analysis, planning and control program. The system and its computer programs cover the following learning objectives:

ANALYSIS

1) Static - analysis of historical data using:
   Percents and Percentages
   Causal Ratios
   Comparative Analysis
   Break-Even Points

2) Dynamic - analysis of future events using:
   Cause-to-Effect Relationships
   Planned Success Patterns
   Simulation Models
   Feedback Techniques

PLANNING

1) Objective Target Setting
   Planned Profits
   Planned Cash-Flow

2) The SADE/RATIO System
   The Financial Support Concept
   Cause and Effect Ratio Targets

3) Three Break-Even Points
   Standard Committed
   Bare-Boned (Survival)

4) The BULL System
   Budgetary Boundary Constraints
   Upper Limits
   Lower Limits

5) The BUD-SIM Model
Simulation Techniques
Computer Assisted Learning

CONTROLS

1) Feed-back and Variance Analysis
Planned-to-Actual Performances
End Results Analysis

2) Management-by-Exception
"If it ain't broke, don't fix it!"

3) Simulated Replay
BUD-SIM Re-runs
Edit and Update Routines

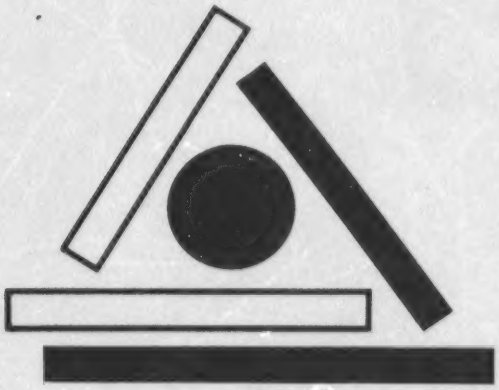
4) Cause-to-Effect Controls
The Seven Causal Ratios
Making the System Fit the Small Business Office Needs

Three considerations make the BSOL system a viable program for small business management training:

1. Flexibility. Training is available at a time and pace best suited to the individual small business person who may upgrade continuously the financial system through feedback and consultation on a regular basis.

2. Low cost. Workshops can be billed at hourly rates ($10 to $15 per contact hour). Computer time can be billed on a connect-time plus CPU-time basis, frequently as low as $5 per connect-hour plus $1 per CPU-second. The Gregg Division of McGraw-Hill plans to produce the BUD-SIM software for future nationwide distribution. Consulting fees are based on locally determined rates and the complexity of the problem as well as the skill level of the consultant. Many colleges offer a package rate to a group of small businesses belonging to a local merchant or trade association ($250 per nine-month program per business). In some communities local commercial banks offer special options to clients as part of loan packages.

3. The improvement of local small business operations. The small business owner is offered a survival system and a growth management tool. The community benefits from the minimization of small business failure. ■



5. Resource Tools for Expanding Program Outreach

Overview

A key element in strengthening your small busiess training program is an establshed linkage with other educational institutions in your state. This, combined with a successful outreach and marketing plan will provide the base needed for continued growth and responsiveness of your college's services to its small business community.

Following are two guides: one for establishing collaboration with other higher education institutions; and, one for developing an outreach model and marketing plan.

A. Opportunities for Collaboration and Linkages Between Universities and Two-Year Colleges

RESEARCH

The vast computer capabilities of a major university and a continuous supply of eager graduate students offer the potential for redirecting much of the considerable energies of the university IN developing at least three types of valuable data to be shared with local two-year colleges: 1) Existing small business profiles; 2) Economic development baseline data collection and analysis; and, 3) Targeted research on growth training opportunities in high tech and service businesses.

DEVELOPMENT

1. Curricula. There is an ongoing demand for training packages that have been field tested in community settings. Of high interest to two-year college personnel are multi-media materials in such growth areas as:

- Skill-building for owner/operators of nursing homes, day care centers and elder housing.

- High tech home-based businesses in the fields of micro-graphics and micro-computers needing help with marketing, recordkeeping and taxes.

- Seasonal businesses which have special problems that few existing training packages adequately address, including personnel selection, cash flow and market analysis.

- Associate degree programs in retail management that are in need of tools to update both curricula and staff.

2. Resources. There is a continuing need for the development and exchange of state and regional information on new print and media products as well as sources for funding new small business training and counseling programs.

- Why not develop and maintain an information exchange that can be accessed by computer or telephone for fees or "credits?"

3. Personnel. Two types of collaboration are possible: a) professional development of existing faculty in business divisions and continuing education; and, b) placement of graduate students for short-term teaching or administrative assignments. In high demand at this time are those with teaching skills and credentials in accounting, financial management and computers.

4. Networking. In many states this is virgin territory. However, two models are beginning to emerge:

- Annual Conferences on a statewide basis of all professionals who are involved in the development and delivery of small business management training and services. The role of the SBDC varies from state to state and year to year. Hosts vary. There will be one in Florida this fall under the leadership of the Florida Association of Community College Faculty. Speakers and resource people will be drawn from several sources including the universities involved in the SBDC network.

- Comprehensive Calenders of Events. Metropolitan Baltimore and Washington under the guidance of the local SBAs and Chambers of Commerce have blended the offerings of all groups involved in MA delivery including universities, SCORE, SBA and community colleges. Thus, despite initial "turf" battles, a clearinghouse concept is under development.

5. Collaborative Agreements/Sub-Contracting.

- Facilities. Community-based two-year colleges offer the opportunity for a distant university SBDC to develop sites for counseling, research and collaborative training activities. Their low cost is also attractive to many universities for specialized subcontracting. Several models are in the development stages now in New Jersey and Pennsylvania, as well as on-going relationships in Georgia and Alabama.

- Public Relations/Advertising/Registration for Events. Two-year colleges by their very nature are sensitive to and familiar with the need to keep close relationships with the media and local business groups. They are also equipped to speedily organize and recruit community people for events and training. Most have community-based advisory committees for their small business training activities. Thus, they have ready sources for data collection, adjunct faculty and outreach. A recent survey indicates that more than 350 hold seats on local Private Industry Councils, Chamber of Commerce Small Business Committees and NAB groups.

- Personnel. As budgets become more subject to scrutiny for cost-effectiveness, sub-contracting agreements for delivery of both training and counseling offer promise. Community colleges seldom exact the high overhead rates required by a large university; personnel salary scales are frequently lower than those of a senior university professor. A high percentage of small business instructional personnel in two-year institutions also have personal small business management experience. Some with only short-term orientation by the university can become outstanding assets to a program designed to serve an entire state. Community college based personnel can also cut travel

costs for a university through use of state telephone networks.

- Reverse Contracting/Purchase of Services. More than 200 community college districts indicated in a Spring, 1982 survey that they were involved in one or more "Contract Training Arrangements" with area businesses. Research and technical assistance from university sources can be added to such contracts. Examples cited in the survey included such diverse contracts as a new company going into repair of CAD/CAM and industrial robots to Retail Merchant Associations in urban renewal areas. The NSBTN office at AACJC fields 15-20 calls a month for information on consultant resources for colleges involved in contract training.

- Publications and Media. At a recent Washington meeting of 16 organizations and universities it became apparent that there are a variety of types of collaborative efforts possible. These include the hiring of university personnel as writers and consultants for the development of both media and print products being developed by both community colleges and trade groups. The television/radio home study market is expanding.

FUNDING OF SMALL BUSINESS TRAINING

Three principal approaches to funding have been identified in community colleges. They are: instutional support, participant fees, contract training.

By far the greatest number of programs are a blend of institutional support and participant fees. However, increasing use of contracts with merchant associations or trade specific groups such as the local restaurant association or the society of public accountants, offer a broad base for quality program delivery.

The question of pricing is one fraught with local variables that are often tied to state or institutional policies on overhead rates, faculty union contractual agreements or trade specific policies. Cosponsored training between two-year colleges and SBA is based upon national guidelines that encourage low cost or no cost to participant training in the belief that small businesses are frequently

marginally financed in their developmental stages. The federal guidelines provide a recommendation that general training not be priced at more than $10 per hour for each participant. Some trade groups will have other fees required to cover trade specific copyrighted materials or testing materials.

Overall, the general guidelines for noncredit training is that the individual market should be evaluated to encourage small business owners to be repeat customers of community college sponsored training.

For novice organizers of small business training, key elements to include in budget projects for planning purposes should be the following elements: personnel; facilities; promotional materials; media; instructional resources - print and media and equipment; clerical/registration; and specialized costs. (For example, one college that was planning a Micro-Computer Expo had to arrange for additional temporary power outlets.)

Any budget for training should be reviewed both on a monthly and annual basis to determine if the program can afford to take some risks to gain new audiences. For example, one college made a small profit from its tax workshops in the spring of 1982 and carried that forward to organize a special workshop for home-based business operators. As a result of the Home-based Business Seminar, the college identified sixty new clients who had trade specific needs for additional training.

Contract training is emerging as a highly effective mode of customizing training for specific groups in the community. AACJC recently published an excellent resource book that the reader will want to explore if interested in the fine points of contract training "how to." It is entitled Contracted Programs by James Mahoney.

Key elements in contract training include a recognized need that the college can demonstrate its capacity for customizing a curriculum and packaging it for delivery at a site designated by the client as convenient, low cost and competitive with other options available. Contract training takes intensive commitment and speedy planning by the college. It must be well understood by all faculty in order to avoid contract violations or infringements on college policies. ■

B. Elements for Developing a Successful Outreach Model/ Marketing Place for Community College and Small Business Management Training

IDENTIFY PERSONS/ORGANIZATIONS with skills to: provide baseline needs data, prepare public relations campaign, and assist in training.

ORGANIZE:

- Community-based Advisory Group. Include members of Chamber of Commerce, merchants associations, trade groups such a manufacturer's associations, SCORE, ACE, Private Industry Council, bankers, accountants, and local radio and television personalities.
- Resource people within the college with special skills.

JOIN:

- Groups committed to small business survival such as SCORE, ACE, Chamber of Commerce, National Alliance of Businessmen.
- Advocacy groups for veterans, minorities, handicapped, senior citizens, women, youth, etc.

DEVELOP COLLABORATIVE AND COSPONSORSHIP ARRANGEMENTS:

- Meet with SBA District Management Assistance personnel to chart areas of common concern and organize training delivery.

EXPLORE FUNDING FOR TRAINING FROM: Private Industry Council; American Institute of Banking; professional societies (accountants, realtors, etc.); and local or regional foundations, corporations, franchisors.

OFFER TO HOST TRAINING targeted to special populations (minorities, veterans, artists, etc.) to demonstrate that the college is aware of their special needs.

CREATE A DEMAND:

- Develop (with help of Advisory Committee) a list of training options and strategies for a public relations campaign.
- Utilize public relations personnel of the college to develop a brochure and feature story line for press releases and media spots. Target mailings to attract repeat enrollments.
- Urge cosponsors to help with recruitment/outreach through talk shows, feature articles, speakers, meetings, etc. Exhibit at local trade fairs, business development shows.

OUTREACH AND RECRUITMENT:

Several strategies for increasing participation rates have been proven successful. Key elements include:

- Targeted marketing to specific groups of small businesses.
- Recruitment assistance from trade groups through utilization of mailing lists, announcements in trade specific newsletters, or promotional presentations at club meetings.
- Co-sponsorships with multiple trade organizations, Chambers of Commerce and/or business related groups such as the Society of Public Accountants, Retail Merchants Associations, etc.
- Utilization of multiple media. Begin to use any available local radio commuter talk show for brief interviews and public service announcements. In rural areas public service announcements on Farm Market Report Shows at 5, 6, 7 a.m. have proven a good outreach vehicle. Run a column in the local weekly newspaper that offers business tips and course information. In urban metropolitan areas, the weekly business newspaper insert gets broad readership from small business persons and can reach large numbers of persons quickly.
- Pre-taped Weekend Cable TV talk shows featuring successful local business persons and one or more community college instruction provide information, visibility and positive feedback. ■

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